



**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
November 4, 2022
9:30am – 11:30am, Zoom**

Members Present: Jessica Kaven, Natalie Melgar, Chris Burns, Chialin Hsieh, Candice Nance, Susan Mahoney, Erik Gaspar, Sarah Cortez, James Carranza, Alison Field, Jose Manzo, Chloe Knott, Alex Claxton, Lisa Palmer, Karen Engel, Jill Sumstad

Members Absent: Allison Hughes

Guests: Wissem Bennani, Danielle Pelletier, Lezlee Ware, Ron Andrade, Gampi Shankar, Diana Tedone-Goldstone, David Reed

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

- October 21, 2022

Motion – To approve minutes: M/S: Lisa Palmer, Natalie Melgar

Discussion – none

Abstentions – Jill Sumstad (not present at 10/21 meeting)

Approval – approved

3) Making Registration Easier Update

- **EMP Initiative 1.1**

Wissem Bennani and Danielle Pelletier presented on behalf of this item. They shared the following presentation with the committee:

Updates: Make Registration Easier

Chair: Danielle Pelletier

**Team: Wissem Bennani, Aricka
Bueno, Sarah Cortez, Max Hartman,
Maria Lara, Adolfo Leiva, David Vera**

COLLEGE GOAL #1
Student Access,
Success and
Completion

Make registration easier

1.1 -- Assess and streamline outreach, application, matriculation, and registration processes ...

1.18 -- Increase the proportion of students who complete and submit financial aid applications.

3.13 -- Address food insecurities of our students and their families

What are the challenges this initiative is trying to solve?

- Students struggle to navigate multiple platforms to register for classes (CCCAPPLY, the email system, WebSchedule, WebSmart, SSL)
- Students have to go through multiple matriculation steps before they get a registration date
- Waiting time between matriculation steps
- Registration communication challenges (lengthy messages, may be challenging for speakers of other languages)

Improve Registration Communication

- Simplify the registration messages and the call to action
- Translate messages to other languages starting with Spanish
- Create online orientation in Spanish
- Automate the registration forms in SSL
- Scaling outreach events in the community as single-stop registration events - Police Activities League (PAL) registration event for ESL community

Streamline Registration Process

- Determine where in the registration process we can shorten the time between steps and perhaps conflate steps
- Matriculation steps mandated by regulations (federal & state):
 - CCCAPPLY = CCCCO system. Advocating for changes through our district liaison (long term)
 - **Orientation**
 - **Counseling**
 - Registration

Lisa Palmer asked if the improvements will also assist with dual enrollment as she has heard of challenges and issues when it comes to the enrollment of this population. Wissem shared that there is a group of folks working on the K-12 initiative through the CRM, which is the automation of some of the steps within Dual Enrollment. Wissem added that this month, the first phase was launched which would automate the process, and Dual Enrollment students are included in this. Wissem added that there will be an increase in DE students in the coming semesters, and a goal is to increase resources ahead the increased enrollment of this population to more effectively serve them. Susan Mahoney noted that the

gap between counseling and registration is particularly problematic, and asked why there is a gap between these steps. Wissem shared that once a student meets with a counselor, they will receive a registration date. Degree seekers sometimes are not able to register as they have not had a counseling appointment, and this is matriculation step that cannot be skipped. Sarah Cortez added that any certificate or degree seeking student would need to update their SEP with a counselor each semester unless they have a year plan in place. Sarah noted that there is a bit of lag time between seeing the counselor and being able to register as the Banner system resets each day at midnight, and it is at this time that student records are updated for the following day. Lezlee Ware asked if there was any way a student can register first for their classes and then have a counseling appointment. Wissem clarified that courses for enrichment do not require a counseling appointment, and students can register directly after applying. If a student is degree seeking, however, there are mandated steps that must occur, one of which is orientation and counseling to ensure an SEP is present. Wissem added that many students need the counseling support to ensure registration for appropriate courses and not unnecessary courses. Erik Gaspar asked if there was any discussion as to the specifics of navigating WebSMART as it often presents in a way which is not intuitive. Wissem made note of this idea for the creation of manuals, for example, and asked the committee to provide additional feedback should they have it, stating that he is very interested in receiving input to improve the process.

4) Program Improvement and Viability (PIV)

- **Seeking Input on Current Draft**

Diana Tedone-Goldstone and Lisa Palmer presented on behalf of this item. Diana shared the the most recent draft of the Program Improvement and Viability Process. Diana noted that many of the suggestions from IPC and other bodies were taken and included in this draft. Diana noted that she is seeking additional feedback from IPC prior to taking a draft to Academic Senate for their feedback.

Chialin Hsieh asked Diana to highlight the takeaway from this document. Diana shared that the group put together the criteria for initiating the PIV Process, with quantitative factors, qualitative factors, and learning outcomes. Lisa Palmer added that the group's intent was to balance the need of allowing programs to have time to establish a solid foundation while also creating ways of distinguishing if a program may be in need of assistance or support. Diana then highlighted the PIV Process, stating that the document clarified who would be involved in the process in addition to the timeline, considerations of the taskforce, and possible outcomes of the process.

Jessica Kaven asked the committee to consider if they felt the document encompassed the feedback they had provided. Jessica noted that she recalled Lisa mentioning that the group attempted to not solely focus on enrollment data, and asked her to speak to this a bit more. Lisa noted that they did consider that aspect, noting that trends change, that there are low and positive periods, and they did not want the process to penalize people because of this. Alex Claxton asked who initiates the process. Diana clarified that it could be the VPI, a dean, a faculty member, IPC or Academic Senate. Alex asked for clarification as IPC is a

body as opposed to an individual. He asked if initiating the process would be suggested by a member to be placed on the agenda as an action item, or if this is something that needs to be decided as the entire committee body. James Carranza asked when the appropriate time to initiate the process would be for planning purposes as well. Diana added that a timeline is not included and that perhaps this is necessary to be added to the document. Chialin Hsieh added that the program review process is very comprehensive, and the PIV should be coming from the program itself, by utilizing benchmarks and criteria within this process, in an attempt to revitalize the program and highlight where it needs support and assistance. James Carranza stated that he believed it to be a good idea to use the comprehensive program review process to guide this, and at the end of the CPR process, if the program needed support or to be considered eligible, that would be the best time to initiate. Formally, he believed it would be the VPI to monitor and keep track of this, stating that the CPR begins with the program and comes to IPC for reviewing, which is then connected to the VPI and Academic Senate. Lezlee Ware asked how this program works with Human Resources. If a program cannot be revitalized, this causes a chain reaction that can impact a full time faculty member. Lisa noted that the intent was to establish and clarify a process, but agreed that ultimately, HR would be involved should a change be required. Jessica Kaven asked if this is being considered as a pilot run, to assess what works and what does not. Diana clarified that the plan is to launch this as a pilot and troubleshoot anything that may arise. Chialin strongly encouraged the committee to read the document thoroughly.

5) Student Equity & Achievement Program (SEAP) Plan

- Seeking input and feedback

Alison Field presented on behalf of this item. She re-shared in the chat of the meeting the presentation that was shared with IPC at the last meeting, in addition to the Google doc where feedback is being requested.

Alison highlighted the following slide for the committee, noting that for each of these 5 metrics, impediments to equitable outcomes are being considered for specific student populations:

SEAP Metrics:

Student Outcome Metrics SEAP focuses on:	Disproportionately Impacted Student Population for each SEAP Metric (on which we could focus 2022-25)
Successful Enrollment in the first year	Black/African American Students
Completed Transfer Level English and Math in the first year	Hispanic/Latinx Students
Persistence: First Primary Term to Subsequent Primary Term	Filipino Students
Attained the Vision for Success Definition of Completion within three years	Hispanic/Latino Male Students
Transferred to a Four-Year Institution within three years	Hispanic/Latinx Students

For each Metric & DI student group in the plan:

- Target Outcomes by year
- Structural Impediments
- Proposed changes: “process/policy/practice/culture”
- Target audience & Support needed

James Carranza noted that he did not see anything related more specifically to access. Alison noted that these metrics are defined by the state. Karen Engel also noted that this is a very state defined plan, and these are the specific metrics being focused on for this particular plan. Karen noted that the main access metric is part of enrollment, making registration easier, and reviewing structural impediments to this. James asked if we are looking at access in general, as opposed to for specific student populations. Karen noted that the SEAP is asking for the consideration to review one disproportionately impacted population, to take from what universally is known as wrong or structurally impeding and applying it for that specific group. Lezlee Ware asked if there were discussions with English and Math departments regarding equitizing material that is presented, in terms of assisting students in feeling included in the curriculum to assist with retention.

Metric 1 (Enrollment): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Implement regular qualitative and quantitative tools to capture the Black experience for students, faculty, staff, and administration at Cañada.
- Increase support and institutionalization of UMOJA program deliverables, strategies, and structure.
- Institutionalization of strategic plans for college outreach and recruitment of Black/African American students.
- Implementation of affinity groups for Black-African American faculty, staff, and administration.
- Implementation of Senate Bill 893 to address financial barriers by reducing and eliminating enrollment fees.

Jessica Kaven noted that she struggles to see the instruction aspect of the SEAP, noting that she does not see the emphasis on curriculum or improving faculty communities. Jessica would like the group to be more mindful of including this lens as well. Lezlee added the suggestion of recommending students take their Ethnic Studies course in the first semester or first year, as statistics show that students of all races are more likely to be more engaged in their college experience and remain enrolled.

Metric 2 (Math & English): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Establish guidance for first-time students placed into co-requisite math and English to take one course at a time (but to start in their first term)
- Adjust ADT degree program maps to recommend taking one per term (most ADT's maps recommend taking both during the first term)
- Schedule Math 200/800 and English 105 to minimize creating conflicts with each other as well as other in-demand courses (GEs, etc) - MWF v. MW patterns or Hybrid
- Scale a variety of just-in-time academic supports: embedded tutors, instructional aides, workshops, additional support in the Writing Center and STEM Center in all (or most) sections of both the regular and co-requisite courses
- Provide additional, institutional resources and support for faculty teaching co-requisite courses

Karen noted that one idea being suggested is to advise students not to take transfer level English and Math in the same term, which would require the revising of program mappers. Karen confirmed Lezlee's suggestion of including Ethnic Studies in the first term. Candice added that some colleges rely on the expertise of the Ethnic Studies faculty to help other faculty to embed DEI principals in the classroom, and recognized that there are ways to leverage this to better support our student retention. Erik Gaspar noted the he sees numerous parallels with his work with the COLTS Learning Community, and appreciated the work the committee is doing to outline barriers. He also encouraged the committee to think about courses in addition to Math and English that students may be required to take, and how these can fit into the overall puzzle.

Alison Field noted that feedback is encouraged and appreciated and asked the committee to continue adding their comments to the provided Google doc. Chialin encouraged the committee to provide feedback to ensure the IPC voice is heard.

6) District and State Alignment Initiatives: Implications for Cañada

- **Encouragement from District Office for curricula at all three colleges to become more similar (e.g., names, numbers, and articulation)**

Lisa Palmer presented on behalf of this item. Lisa noted that as Curriculum Chair, she has been observing at District Curriculum Committee meetings that the District Office is encouraging more and more that all three campuses become similar in making courses resemble each other where historically differences have existed. Lisa noted that the alignment benefits students in many ways, and it benefits the District Office, which is moving more toward using an automated system called TES. Lisa noted that the system does not however give students information about what else they might be able to do with the courses they have already taken, and instead it tells them if they have accomplished the goal they initially set.

Lisa noted that there are differences in course subjects and offerings between the campuses, and that considering why we have them and the impact of aligning them will be valuable. Additionally, the state is implementing standardization efforts related to articulation. Lisa asked the committee for their feedback and thoughts on this issue. Jessica, James, and Lisa provided examples of specific subjects and courses that may be impacted. Lisa suggested that the three campuses may want to have a larger discussion together regarding this topic.

7) ACCJC Midterm Report (due October 2023)

Karen Engel and Jessica Kaven presented on behalf of this item. Karen reminded the committee that we are midway through our 7 year accreditation cycle, and that next year, a midterm report will be required to be submitted where the campus will reflect on the feedback given 4 years ago and address how the campus has been working through the recommendations. The campus will review the institutional metrics and consider student learning outcomes, including a report of areas that were the recommended focus, particularly Guided Pathways. Jessica and Karen are co-authoring a draft on assessment and learning outcomes, and Karen noted that they are eliciting feedback from the committee both now, and once the draft is more complete. Jessica noted that she will be working with Academic Senate and drafting strengths and areas for growth and improvement, and that in the coming months, feedback will be requested from the committee. Karen added that the accreditation body provided no recommendations for compliance, but did provide a recommendation for improvement surrounding program review, and asked that for every cycle of program review, it yields an action plan for improvement. Karen highlighted that this whole process is part of a continuous improvement loop to encourage reflection. A draft will be brought to the committee in February or March.

8) IPC Goals for 2022-2023

Jessica Kaven presented on behalf of this item. She noted that after last meeting's feedback, she cleaned up the goals document and narrowed the scope to the following possible goals. Jessica asked the committee for their feedback on the following document:

Possible GOALS for 2022-2023:

1. Discuss and provide feedback on identified topics from 2021-2022
2. Provide feedback on Program Improvement and Viability (PIV) process
3. Provide instructional input and feedback as it relates to Guided Pathways
4. "Support the college strive to create opportunities for students (based upon identified supplemental topics considered to date to support the college in reaching that objective) to take courses and complete degrees, certificates, and programs in whatever modality works for them (f2f, online, partially online, etc.)."
 - a. IPC's response to ASCC's resolution (10/7/22)
5. IPC will serve in an advisory role to the Office of Instruction specific to their assigned EMP initiatives

More detailed information below:

1. 2021-2022: Identified topics for discussion (highlighted in grey are connected to our bylaws):
 - Local Peer Online Course Review (POCR) Process
 - EMP Initiative 1.9: Strengthen Cañada's participation in the California Virtual Campus
 - Dual-Enrollment (support for students and faculty)
 - College's participation in and planning around the California Virtual Campus (CVC)
 - EMP Initiative 1.9: Strengthen Cañada's participation in the California Virtual Campus
 - DE/modality terms and support
 - New/discontinued programs
 - EMP Initiative 1.4: Create new degrees and certificates
 - Recommend and review policies and procedures as they relate to instruction
 - Annually review how the campus is meeting Standard IIA and IIB
 - Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning
 - EMP Initiative: 2.3 Increase resources for faculty professional development
- Provide feedback on Program Improvement and Viability process
 - EMP Initiative 1.8: Ensure Academic Program Viability
- Provide instructional input and feedback as it relates to Guided Pathways
 - EMP Initiative 1.11: Complete implementation of Guided Pathways essential practices
- Response to ASCC Resolution
 - **ASCC's resolution (9/1/2022):** "ASCC recommendation that our college to aim for 100% of Certificate and Degree classes to be offered in an online (or multi modal) format by Spring 2024 with the exception of lab classes that would pose a health or chemical threat to the students or students households"
 - **IPC's response to resolution (10/7/22):** "Support the college strive to create opportunities for students (based upon identified supplemental topics considered to date to support the college in reaching that objective) to take courses and complete degrees, certificates, and programs in whatever modality works for them (f2f, online, partially online, etc.)."
 - Topics Identified for further exploration (IPC meetings: 9/2, 9/16, & 10/7) – updates will be ongoing
 - Inventory
 - Modalities, course offerings, course scheduling, course success, identifying courses that students need/want
 - Quality of Instruction
 - Faculty professional development/trainings
 - Student technology needs
 - Laptops/Chromebooks
 - Program Success and Completeness

- Success and completion specific to degrees/certificates and based on course modalities
- Communication
 - Advertising courses, programs, pathways that the college offers online
- Programmatic considerations
 - E.g., skill building, articulation
- EMP Initiatives: 1.3 Create a student-first course schedule; 1.16 Create campus culture that supports completion within 3 years; 4.12 Offer key courses in multiple modalities
- In consultation with Academic Senate and the Office of Instruction, IPC will serve in an advisory role specific to the following EMP initiatives:
 - 1.3 Create a student-first course schedule
 - 1.16 Create campus culture that supports completion within 3 years
 - 1.19 Reduce or eliminate the cost of textbooks
 - 1.8 Ensure academic program viability
 - 2.3 Increase resources for faculty professional development
 - 2.5 Increase use of Open Educational Resources
 - 4.10 Ensure faculty, staff and students have access to technology to support multiple modalities
 - 4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning
 - 4.12 Offer key courses in multiple modalities

IPC's advisory tasks stated in the bylaws (operational tasks):

1. Develop and oversee the annual process of instructional program review (on behalf of Academic Senate)
2. Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines.
3. Evaluate the instructional program review process yearly.
4. Host Instructional Program Review presentations (this could include a collaboration with SSPC).
5. Coordinate the annual program review college-wide process (including the timeline, communication, due dates) in collaboration with all councils and appropriate work groups
6. Recommend and review policies and procedures as they relate to instruction.
7. Provide support and feedback on the development of new instructional programs and instructional program discontinuance.
8. Annually review how the campus is meeting Standard IIA and IIB.
9. Completion of a yearly review of the purpose and the role of the Instructional Planning Council.
10. Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning.

11. Review and provide feedback on reassigned time applications.

Chialin noted that she feels this is very comprehensive, and this is a very intentional outline of these specific five goals, which will allow the committee to have a built in process for checks and balances to ensure the goals are being met appropriately. Chialin also thanked the student senate for their feedback on their resolution, and appreciated the open communication between the various groups on campus. Chialin noted that she feels strongly these are appropriate goals for the year's cycle.

Motion – To approve the above goals for IPC 2022-2023 cycle: M/S:
Lisa Palmer, Karen Engel

Discussion – none

Abstentions – none

Approval – approved unanimously

9) **Program Completability**

- **Online, evening, etc.**

Chialin Hsieh and James Carranza presented on behalf of this item. They presented the following to the committee:

Create Campus Culture that
Support Completion within 3
Years—Program Completability

Office of Instruction
Presents to
Instructional Planning Council
November 4, 2022

Create a Student-first Schedule

EMP Objectives 1.3, 1.16, 4.12

Colt-ivating the Course Schedule

1.3: Create a student-first course schedule

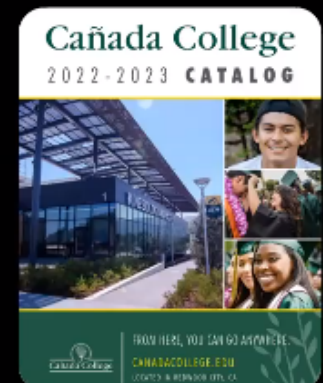
1.16: Create campus culture that supports completion within 2-3 years

4.12: Offer key courses in multiple modalities



Create Campus Culture that Supports Completion Within 2 years or at most 3 years

- 128 Degrees/Certificates
 - 27 Associate Degree for Transfer (ADT)
 - 53 Associate in Arts Degree (AA)/ Associate in Science (AS)
 - 48 Certificates



ADT Completion in 2-3 Years

21 (out of 27) ADTs can be completed

1. Anthropology
2. Art History
3. Biology
4. Nutrition & Dietetics
5. Business Administration 2.0
6. Communication Studies
7. Computer Science
8. Economics
9. Child & Adolescent Development
10. Early Childhood Education
11. Environmental Science
12. History
13. Kinesiology
14. Math
15. Philosophy
16. Physics
17. Law, Public Policy, & Society
18. Political Science
19. Psychology
20. Sociology
21. Spanish



ADT Completion Remotely* in 2-3 Years

10 (out of 27) ADTs can be completed

1. Communication Studies
2. Economics
3. History
4. Math
5. Nutrition & Dietetics
6. Physics
7. Political Science
8. Psychology
9. Sociology
10. Spanish



** Remotely including synchronous and asynchronous. Students would not have to "step foot on campus."*

AA-T Awards for the Past 5 Years

Cañada College																	
Fall 2017 - Summer 2022 Degrees and Certificates Awarded																	
Count of PIDM	Row Labels	Years															Grand Total
		2017 FA	2018 SP	2018 SUM	2018 FA	2019 SP	2019 SUM	2019 FA	2020 SP	2020 SUM	2020 FA	2021 SP	2021 SUM	2021 FA	2022 SP	2022 SUM	
	AA-T																
	Anthropology	2							1			1	1				5
	Art History		1		1	2			3								7
	Communication Studies	4	12	2	4	13	3	2	14	5		12		6	4	2	83
	Economics	3	18	2	1	16		6	19	2	3	23	4	4	16	2	119
	English	1	2		1	1			1		1	1					8
	Geography														1		1
	History		1					1	2		4		1	2			11
	Kinesiology	1	3	2	1	3		3	5	1				2	8	1	33
	Law, Public Policy & Society														1		1
	Philosophy									1					1		2
	Political Science		3			1		3	6	1		5					19
	Psychology	10	18	2	12	41	3	14	45	6	22	44	7	19	32	4	279
	Social Work & Human Services								2			1		1	4	1	9
	Sociology	2	15	2	4	20	1	11	21	2	12	34	5	10	20	2	161
	Spanish			1					1					1	1		4
	Studio Arts		2			1						1	1		1		7
	AA-T Total	23	75	11	24	98	7	40	121	18	38	129	18	44	91	12	749

AS-T Awards for the Past 5 Years

Cañada College																	
Fall 2017 - Summer 2022 Degrees and Certificates Awarded																	
Count of PIDM	Row Labels	Years															Grand Total
		2017 FA	2018 SP	2018 SUM	2018 FA	2019 SP	2019 SUM	2019 FA	2020 SP	2020 SUM	2020 FA	2021 SP	2021 SUM	2021 FA	2022 SP	2022 SUM	
	AS-T																
	Biology	1	2			2			3			8	1	1	5		23
	Business Administration	7	28	2	4	33	3	10	31	15	6	41	6	14	24	7	231
	Business Administration 2.0														4		4
	Child & Adolescent Development				1	2			4		2	8		4	11	1	33
	Computer Science	1	7		1	7	2	1	2	1	2	5	1	2	8	1	41
	Early Childhood Education	5	14	1	3	5	5	1	6	6	5	4	3	2	9		69
	Environmental Science													1			1
	Mathematics	1	15	1	1	7	3	3	6			4			5	1	47
	Nutrition & Dietetics		1	1		2	1							1			6
	Physics		4			4	1		1						5		15
	AS-T Total	15	71	5	10	62	15	15	53	22	15	70	11	25	71	10	470

AA/AS Completion in 2-3 Years

35 (out of 47) AA/AS can be completed

1. Accounting
2. Anthropology
3. Art History
4. Allied Health
5. Biology
6. Business Administration
7. Business Assistant
8. Business Management
9. Entrepreneurship & Small Business Management
10. Marketing
11. Chemistry
12. Communication Studies
13. Computer Business Office Technology--Administrative Assistant
14. Computer Business Office Technology--Administrative Support Assistant
15. Digital Art & Animation
16. Economics
17. Early Childhood Education
18. Engineering
19. Custom Dressmaking/Small Business Oriented
20. Theater Costuming
21. History
22. Interior Design
23. Kinesiology
24. Latin American
25. Medical Assisting
26. Medical Billing Specialist
27. Paralega
28. Philosophy
29. Physics
30. Political Science
31. Psychology
32. Radiologic Technology
33. International Studies
34. Sociology
35. Spanish

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AA/AS Completion Remotely* in 2-3 Years

24 (out of 47) AA/AS can be completed

1. Accounting
2. Anthropology
3. Allied Health
4. Biology
5. Business Administration
6. Business Assistant
7. Business Management
8. Entrepreneurship & Small Business Management
9. Marketing
10. Chemistry
11. Communication Studies
12. Computer Business Office Technology--Administrative Assistant
13. Computer Business Office Technology--Administrative Support Assistant
14. Digital Art & Animation
15. Economics
16. History
17. Medical Billing Specialist
18. Paralega
19. Physics
20. Political Science
21. Psychology
22. International Studies
23. Sociology
24. Spanish

General Education Completion



- IGETC Completeness: In-person and exclusively virtual
- CSU GE Transfer Completeness: In-person and exclusively virtual
- AA/AS GE Requirement: In-person and exclusively virtual

Do you know...

Which of the core course(s) are most frequently required within ADTs?

- MATH 200 in 7 ADTs
- PSY 100 in 4 ADTs
- MATH 251 in 4 ADTs
- PLSC 210 in 3 ADTs

Which of the core course(s) are most frequently required within AA/AS?

- BUS 100 in 6 AA/AS
- CHEM 210 in 6 AA/AS
- MATH 251 in 5 AA/AS
- CBOT 435 in 5 AA/AS

Jessica Kaven asked if there is a plan on how the campus is going to communicate the information above to students. Karen agreed that this is crucial and would also be interested to know the plan. James suggesting marketing this by placing information in the catalog. Chialin shared that she will bring this to the deans for further feedback and additional steps.

10) Reassigned Time Communication workgroup Update

Susan Mahoney presented on behalf of this item. Susan highlighted that IPC is the group that reviews and provides feedback on reassigned time applications. She highlighted the area of the IPC website where Reassigned Time information can be found, and reminded the committee that a workgroup has been established of Susan, Lisa, Jessica, and Jill. Susan shared with the committee the communication that has been sent campus-wide within the last few weeks. Susan reminded the committee of the timeline, noting that new and renewal applications for position

requests are due on November 11.

11) Good of the order

-Jessica reminded the committee of the next IPC meeting taking place which will be the Comprehensive Program Review Feedback meeting. She reminded the committee of the format of this meeting. Susan asked the committee to encourage their division members to attend.
-Karen asked the committee for feedback on Program Review, and provided a link for their input.

12) Important Dates:

- Program Review
 - ~~October 14: Instructional Comprehensive Program Review or Annual Update due~~
 - ~~October 28: Dean/VP feedback due~~
 - **November 4:** Review and incorporate supervisor's feedback due
- Reassigned Time (New, Renewals, & Revisions)
 - **November 11:** Online applications due for all new, renewal and revised positions
 - **November 18:** Dean/VP review, provide recommendations, sign and submit applications to Office of Instruction

13) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Alex Claxton

Discussion – none

Abstentions – none

Approval – approved unanimously

a) Meeting adjourned at 11:28 am.